

## 1.4 Be smart

### A1. Simple Factual Activity:

Say whether the following statements are True or False:

Ans.

- |  |              |
|--|--------------|
| 1. We won't achieve our goals unless we take action to achieve them. | <b>True</b>  |
| 2. We all don't have natural talents.                                | <b>False</b> |
| 3. The skill must be stronger than will.                             | <b>False</b> |
| 4. Goals help to steer a course of life.                             | <b>True</b>  |

### Passage-1

**Champions aren't made .....  
..... realistic and time-bound.**

### A2. Complex Factual Activities:

#### 1. Complete the web:

**Some people find setting goals challenging,  
Because**

1. They fear failure in the absence of any goals.
2. without any goal they cannot decide what they really want to achieve in the end

#### (2) Complete the sentences information from the passage:

- (1) If we use our talent to set **our goal in life, we can easily get success in life.**
- (2) One has to decide what one wants **to achieve in the end.**
- (3) Setting goals sometimes appear easy but **for some it is quite challenging.**
- (4) We shall not achieve our goals if **we do not take action to achieve them.**

#### 3. Complete the following sentences:

- a. SMART goals are **a methodology of thinking that helps people reach success.**

(b) Two valuable assets of setting goals are-**a sense of originality and a stepping stone to illuminate the path.**

### A3. Activities based on Vocabulary:

**(1) Classify the following words in their respective columns:**

vision, professional, natural, achieve, originality, simply, failure, absence, expert, specific, easily, thrive, appear, five

Nouns	Adjectives	Adverbs	Verbs
vision	natural		Achieve
professional	expert	simply	Thrive
originality	specific	easily	Appear
failure	five		
absence			

**(2) Find from the passage adjectives for the following:**

(1) nature (2) value (3) success (4) ease

Ans.

(1) nature - **natural**

(2) value - **valuable**

(3) success- **successful**

(4) ease - **easy**

### A4. Activities based on Contextual Grammar:

**Underline the gerund /present participles/ infinitives:**

**1. Setting** goal may **appear** easy, but it is quite **challenging**.

(2) After all, one has **to decide** what one wants **to achieve** in the end.

(3) If we use that talent **to set** in our Life, we call easily **get** success in Life.

(4) They help **to steer** a course of our Life.

**(2) Do as directed:**

**(1) We all have natural talents. (Add a question tag.)**

**Ans:** We all have natural talents, haven't we?

**(2) The will must be stronger than the skill.**

(Begin with-The skill must not be and change into positive degree.)

**Ans:** The skill must not be as strong as the will.

**A5. Personal Response:**

**Do you have a goal in your life? What efforts will you make to achieve it?**

**Ans:** Yes, I do have decided my goal in my life. I aspire to be a top musician. To achieve my goal I will keep on trying and going ahead despite difficulties with the help of talent and hard work. I am sure that my faith in God, my perseverance, courage and positive thinking will lead me to success.

**2. Read the following passage and do the activities:**

**A1. Simple Factual Activities:**

**(1) Complete the following sentences with the help of the passage:**

- (i) Specific goals make it easier to **set parameters and work towards the goal.**
- (ii) It is important to create goals that are **within one's current skill set or area of expertise.**
- (iii) Achievable goals may act like stepping stones to help **meeting broader goals.**
- (iv) Expecting to become an expert in **a short amount of time is unrealistic.**

**(2) Complete the following web with the words associated with the passage and the given title:**

## **Components of success**

- Identifying area
- Specific
- Time-bound
- Measurable
- Realistic
- Tracking progress
- Building expertise
- Achievable

## **Passage-2**

**Smart goals have a specific rubric.....  
.....to adhere to that picture.**

### **A2. Complex Factual Activities:**

#### **(1) How does quantifying goals help us?**

**Ans:** Quantifying goals help us to provide detailed and exact ways to track progress against goals. This makes it easy to benchmark performance throughout the goal period, including areas to improve. In the game of football, the player's exact role and position has to be clearly defined.

#### **(2) What factor is unreal, while setting goals?**

**Ans:** Expecting to become an expert in a short amount of time is an unreal factor, while setting goals. Building expertise always takes time.

#### **(3) Pick out examples from the text that support each of the following facts:**

##### **(1) Goals should be achievable.**

**Ans: Example:**

We can't become a President, a Prime Minister, but we can hope to hold the office of an important social worker and deliver results.

##### **(2) A specific field/area has to be fixed to achieve goals.**

**Ans: Example:**

If it is building a house, what exactly is the capacity required and how long can it stretch?

**(3) A benchmark is needed to track progress.**

**Ans: Example:**

While playing football. a player's exact role and position has to be clearly defined.

**A3. Activities based on Vocabulary:**

**(1) Find from the passage adjectives for the following:**

(1) area (2) period (3) role (4) stones (5) picture

Ans:

(1) specific - **area**

(2) goal - **period**

(3) exact - **role**

(4) stepping - **stones**

(5) clear - **picture**

**(2) Classify the following words in their respective columns:**

improvement, exactly, achievement, exact, clearly, important, create, aggressive, skl, help, hope, ability, defensive.

<b>Nouns</b>	<b>Adjectives</b>	<b>Adverbs</b>	<b>Verbs</b>
Improvement			
achievement	Exact		
skill	important	exactly	create
help	aggressive	clearly	help
hope	defensive		hope
ability			

**(3) Cross the odd man out.**

- (1) involve, provide, **impertani**, create.
- (2) specific, realistic, defensive, **capaeity**.
- (3) performance, achievement, **aggressive**, President.
- (4) clearly, **lucky**, freely, exactly.

**A4. Activities based on Contextual Grammar:**

**(1) Underline the Present Participles/ Infinitives:**

- (1) It makes it easier **to set** parameters
- (2) These goals may **act** like **stepping** stones **to help** broader goals.
- (3) So expecting to become an expert in a short time is unrealistic.
- (4) **Being** realistic will **make** it easy **to be successful** at **attaining** goals.
- (5) You must have the ability **to adhere** to that picture.

**(2) Use the following phrases in your own sentences:**

- (1) adhere to (2) stepping stone.

**Ans:**

- (1) He **adhered to** his simplicity throughout his life.
- (2) Failure is the **stepping stone** to success.

**(3) Do as directed**

**(1) It is important to create goals. (Pick out the infinitive)**

**Ans:** to create.

**(2) These goals may act like stepping stones. (Pick out the present participle)**

**Ans:** stepping.

#### **A5. Personal Response:**

##### **(1) Why do think that your goal should be achievable?**

**Ans:** I think, I must be very careful about choosing my goal. My goal must be achievable. That should be completed within the set deadline. I should consider my talent and ability and then go for such a goal which will not remain incomplete and unsuccessful.

##### **(2) Why is it necessary to set our realistic?**

**Ans.** It is important to create goals that are within your current skills limit. You must be expert in the area you have undertaken. Your approach towards your goal must be realistic and positive. You must have how and when you can to or hard and know attain the goal.

#### **3. Read the following passage and do the activities:**

##### **A1. Simple Factual Activity:**

##### **A1 Complete the sentences with the help of the information in the passage:**

1. For reducing weight, exercise, diet and stress free thoughts should be **practised and implemented without hesitation.**
- 2) Vision, wishes, intentions and dreams spark off imagination and encourage us **to define where we want to reach.**
- 3) The quality and quantity of energy we put forth, **directly impact the results.**
- 4) **Success** is a walk in the dark.

#### **Passage-3**

**Time-bound : Establish time parameters .....**  
**.....hold us without a crack.**

##### **A2. Complex Factual Activity:**

**Pick out examples from the passage that support each of the following facts:**

**(1) Good results depend upon the quality and quantity of work put in.**

**Ans: Example:**

Life is like a trumpet. If we don't put anything in, we can't get anything out.

**2) A time-limit should be set to achieve goals.**

**Ans. Example:** To reduce weight we know how to go about it. But without consistent time-bound action, it never becomes a reality. It may be exercise diet and stress-free thoughts. All these have to be practised and implemented within a deadline.

**A3. Activities based on Vocabulary:**

**(1) Classify the following words in their respective columns:**

increase consistent, imagination, execute, directly tackle, reach, Successful, expertise, unrealistic, reduce, precisely, hesitation, problem, valuable

Nouns	Adjectives	Adverbs	Verbs
imagination	consistent		Increase
expertise	successful	directly	execute
hesitation	unrealistic	precisely	tackle
problem	valuable		reach
			reduce

**(2) Classify the following words in their respective columns:**

ah, of, if, and, oh, from, we, but, it, hurrah

Pronoun	Preposition	Conjunction	Interjection
we	of	if	Oh
it	from	and	ah
		but	hurrah

**(3) Write from the passage noun forms of the following:**

(1) accountable - **accountability**

(2) real - **reality**



(3) imagine - **imagination**

4) hesitate - **hesitation**

**(4) Write from the passage words related to qualities required for success.**

**Ans:** accountability, consistent, vision, wish, intention, dream, imagination, execute, energy, skills, approach, strategy.

#### **A4. Activities based on Contextual Grammar:**

**(1) Underline the gerund present participle/ infinitives in the sentences**

Finding the right **footing**, precisely **mastering** the skills and getting to the next place all depend on how we approach and **tackle** the problem.

**(2) Do as directed:**

**(1) Life is like a trumpet. (Frame a Wh question to get the underlined word as answer.)**

**Ans:** What is life like?

**(2) Establish time parameters around each goal. (Rewrite the sentence beginning with 'Let 'and change the sentence into passive voice.)**

**Ans:** Let time parameters around each goal be established.

**(3) If we don't put anything in, we can't get anything out. (Rewrite the sentence using 'unless' in the beginning.)**

**Ans:** Unless we put anything in, we cant get anything out.

**(4) It wil help increase focus and accountability. (Identify the Tense of the sentence.)**

**Ans:** Simple Future Tense

#### **A5. Personal Response**

**(1) Do you think, your attitude will change after your great success? Explain.**

**Ans:** No. I don't think m great success will change my attitude towards the world. I shall be as humble as before. I shall not allow my success to go to my head. I shall be always down to earth. I will never trumpet my achievement and will express my views about my success without sounding boastful. Nothing will change in my life.

**(2) If we don't put anything in, we can't get anything out. 'Explain.**

**Ans:** When we wish to achieve something we must have to give time and put forth every quality and quantity of our energy. You have to prepare plan and execute it meticulously, concentrating on your goal. We will have to put everything at stake to get fruitful results. Efforts we put in the process wholeheartedly can only give us the output (success) we desire. The more you work in the direction of success. the more benefits you get.